

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Jordan Paskitti

Reviewer: Tara Rodriguez Date Revision Approved: 3-23-18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Jefferson County Public Schools (JCPS) in Louisville, Kentucky contains the majority of the state's priority (lowest performing) schools according to the state accountability formula which takes into account test scores, graduation rate, and college and career readiness (Kentucky Department of Education, 2015). These schools have the weighty task of attempting to meet the needs of a diverse population of students while simultaneously increasing accountability scores (Simon & Johnson, 2013). The majority of priority students are considered at-risk and qualify for Free and Reduced Lunch (FRL), an indicator of their parent's low socioeconomic status (SES). In his discussion of the impact of poverty on student educational attainment, Jensen (2009) states, "many low-SES children face emotional and social instability" that can lead to, "poor school performance and behavior on the child's part" (p.15). Principals must rethink the approach to dealing with a student body full of students with a variety of learning needs, backgrounds, and future goals. Priority schools have many obstacles and challenges in producing student achievement gains, but most importantly, instruction must focus on increasing student engagement.</p> <p>Student engagement, an essential part of school improvement, can be viewed as a student's active and willing participation, as well as their motivation and interest in school activities (Reeve, Hyungshim, Carrell, Jeon, & Barch, 2004). In their research on engagement, Skinner, Marchand, Furrer, and Kindermann (2008)</p>

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		<p>state, “students who are engaged in school are...more successful academically” (p.765). This engagement factor can be influenced by repurposing schooling through career academies where students are taught according to their interests (Kemple & Snipes, 2000). Career academies take school improvement to the next level by changing the physical layout of the school to create a sense of community, reassigning administration to increase academy ownership, and giving teachers and students autonomy within their academies (Quint, 2008; Reeve et al., 2004).</p> <p>The conference focus and partnership with Student Achievement Partners is focused around student assessment. 2 of Doss High School’s core beliefs are “Instruction, assessment, and grading in every classroom is based on student mastery of standards” and “The central focus of instructional support and professional development will be increased student engagement.” When assessments feel more authentic, students don't give up or check out as easily and feel like authentic assessments demonstrate more of what students actually know – ideally performed in a real world setting. This group focuses on developing next generation assessments based specifically around essential standards. The goal of attending would be to bring back some new assessment strategies for this English teacher to share with his Professional Learning Community and Department. This will build sustainability. He would like to implement new and varied assessment methods for Common Formative Assessments and data collection. School administration and resource staff will monitor for fidelity. We expect growth in student engagement as measured through walkthrough data as well as growth in English common formative assessments.</p>
Section 2: Intervention Model (Tier I and Tier II)		

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Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Doss High School would like to move \$300 from the 3-Year School Improvement Grant (2015-2018) "Resource Teacher-Other" payroll code to code 1002053 -0338-460A. The funds will be used to pay for the registration cost of an English Teacher to attend a conference in Denver, CO on May 19-20, 2018. The conference is titled "2018 National Core Advocate Convening: Learn, Lead, Impact" and the focus is on instructional shifts that provide a frame that describes how these standards raise expectations across multiple areas of students' educational experience including instructional materials, classroom practice, and assessment. The Shifts illustrate how college- and career-ready standards contribute to transformative changes in the classroom that will better prepare students for opportunities after high school.</p> <p>"Resource Teacher-Other" 1002227 011038 460A to Conference Registration code: 1002053 -0338-460A \$300</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks 		

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<ul style="list-style-type: none"> District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> Stakeholder input/involvement 		

1002227-011038-460A (\$300) to code 1002053 -0338-460A (Conference Registration)